



KIDS

Kindergarten Individual Development Survey

Illinois State Board of Education

Illinois Early Learning Council Webinar
Tuesday, March 12, 2013

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Division of Early Childhood
Illinois State Board of Education
<http://www.isbe.net/KIDS/default.htm>





KIDS: From the Beginning

- ▶ Kindergarten Readiness Stakeholder Committee Convened by State Superintendent Christopher Koch in March 2010
- ▶ Charge – participate in planning initiative to explore the feasibility of Illinois adopting a uniform, statewide kindergarten readiness process
- ▶ States across the nation engaging in similar process as part of the national education agenda





In April 2011, the Kindergarten Readiness Assessment Stakeholder Committee presented a report to the Illinois State Board of Education:

**A New Beginning:
The Illinois Kindergarten
Individual Development Survey**

http://www.isbe.net/earlychi/pdf/kindergarten_survey.pdf



KIDS Report Recommendations:

GOALS of KIDS



- ▶ Promote the success of every child
- ▶ Guide professional development
- ▶ Support alignment of early childhood and elementary school systems
- ▶ Identify gaps in school readiness
- ▶ Document the important role that early childhood programs play in preparing children for elementary school
- ▶ Provide information to drive more effective classroom instruction
- ▶ Enable the state to respond to identified needs



Kindergarten Individual Development Survey (KIDS) Advisory Committee

- ▶ Convened in October 2011
- ▶ Committee's Role
 - Advise on the selection and development of **instrument**
 - Support **implementation**: professional development, research, communications
 - Advise on **evaluation** of implementation



KIDS contract awarded in 2012

- ▶ WestEd Center for Child and Family Studies
- ▶ Berkeley Evaluation and Assessment Research Center, Graduate School of Education, University of California Berkeley (BEAR Center)

Instrument: DRDP–SR[©]

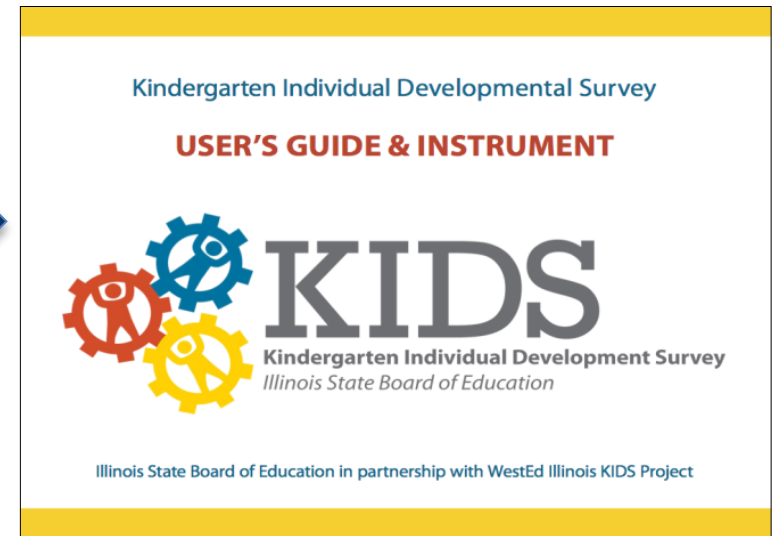
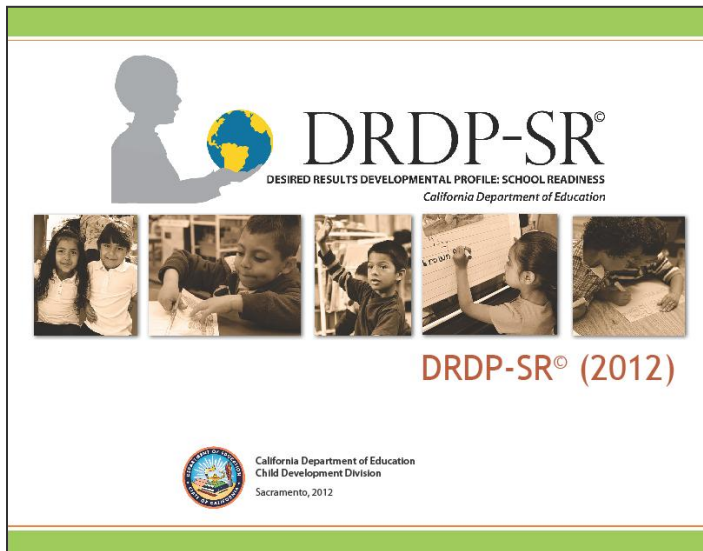
Desired Results for Children and Families –School Readiness

<http://www.wested.org/desiredresults/training/>

Inter-state partnership with the
California Department of Education



DRDP–SR adapted to **KIDS** for implementation in Illinois



DRDP-SR/KIDS:

Curriculum-Embedded Assessment Based on Observation and Documentation

- **Authentic, context-based assessment** provides teachers information about what children know and can do in the classroom environment
- **Decisions** on how to rate a child on measures **are based upon documentation** gathered during typical curriculum-based activities (work samples, anecdotal notes, photographs, video, etc.)
- **Ongoing assessment information is used to plan** next steps in how to support young children's progress in key domains of development



Key Features of the KIDS Assessment

- Individual child assessment
- An observation–based assessment tool, **not** a test
- Completed by each child’s teacher with input from other staff involved in the child’s education
- Based on developmental research and theory
- Includes developmental sequences of behaviors along a continuum
- Spans the development trajectories of children in kindergarten



KIDS Process

What it is

- ▶ Observation-based, three collection/rating periods during kindergarten
- ▶ Within context of typically occurring activities in the classroom
- ▶ Across multiple developmental domains

What it is NOT

- ▶ **Not** a one-time “readiness” snapshot of children as they enter kindergarten
- ▶ **Not** a test
- ▶ **Not** an assessment that requires teachers to stop classroom activities to administer



What does KIDS assess?

KIDS assesses children's development in the domains most predictive of later school success:



- English Language Development (ELD)
 - Self & Social Development (SSD)
 - Self-regulation (REG)
 - Language & Literacy Development (LLD)
 - Mathematical Development (MATH)
 - Physical Development (in process)
 - Approaches to Learning (embedded throughout the instrument)
-
- **Also, aligned with the Common Core Standards**



DRDP-SR/KIDS: 5 DOMAINS, 30 MEASURES

(Physical development to be added)

Child: _____ Teacher: _____ School: _____		If English IS NOT the only language spoken in the child's home, complete measure						If English IS the only language spoken in the child's home, complete measure:
Record the child's level of mastery by marking (x) for each measure								
Domain	Measure Number	School Readiness Measure	Mark the Developmental Level the child has mastered					Unable
			Discovering	Exploring	Developing	Building	Integrating	
English Language Development (ELD)	1	ELD1: Comprehension of English (receptive English)						
	2	ELD2: Self-expression in English (expressive English)						
	3	ELD3: Understanding and response to English literacy activities						
	4	ELD4: Symbol, letter, and print knowledge in English						
Domain	Measure Number	School Readiness Measure	Mark the Developmental Level the child has mastered					Unable
Self and Social Development (SSD)	5	SSD1: Identity of self						
	6	SSD2: Recognition of ability						
	7	SSD3: Relationships and social interactions with adults						
	8	SSD4: Relationships and social interactions with peers						
	9	SSD5: Social and emotional understanding						
	10	SSD6: Conflict negotiation						
	11	SSD7: Curiosity and initiative in learning						
Self Regulation (REG)	12	REG1: Self-control of behavior and feelings						
	13	REG2: Engagement and persistence						
	14	REG3: Responsible conduct						
	15	REG4: Shared use of space and materials						
Language and Literacy Development (LLD)	16	LLD1: Understanding of language (receptive)						
	17	LLD2: Follows increasingly complex instructions						
	18	LLD3: Communication of needs, feelings, and interests (expressive)						
	19	LLD4: Reciprocal communication and conversation						
	20	LLD5: Comprehension and analysis of age-appropriate text, presented by adults						
	21	LLD6: Letter and word knowledge						
	22	LLD7: Phonological awareness						
	23	LLD8: Emergent writing						
Mathematical Development (MATH)	24	MATH 1: Number sense of quantity and counting						
	25	MATH 2: Number sense of mathematical operations						
	26	MATH 3: Measurement						
	27	MATH 4: Shapes						
	28	MATH 5: Patterning						
	29	MATH 6: Problem solving						
	30	MATH 7: Classification						



English Language Development Measures

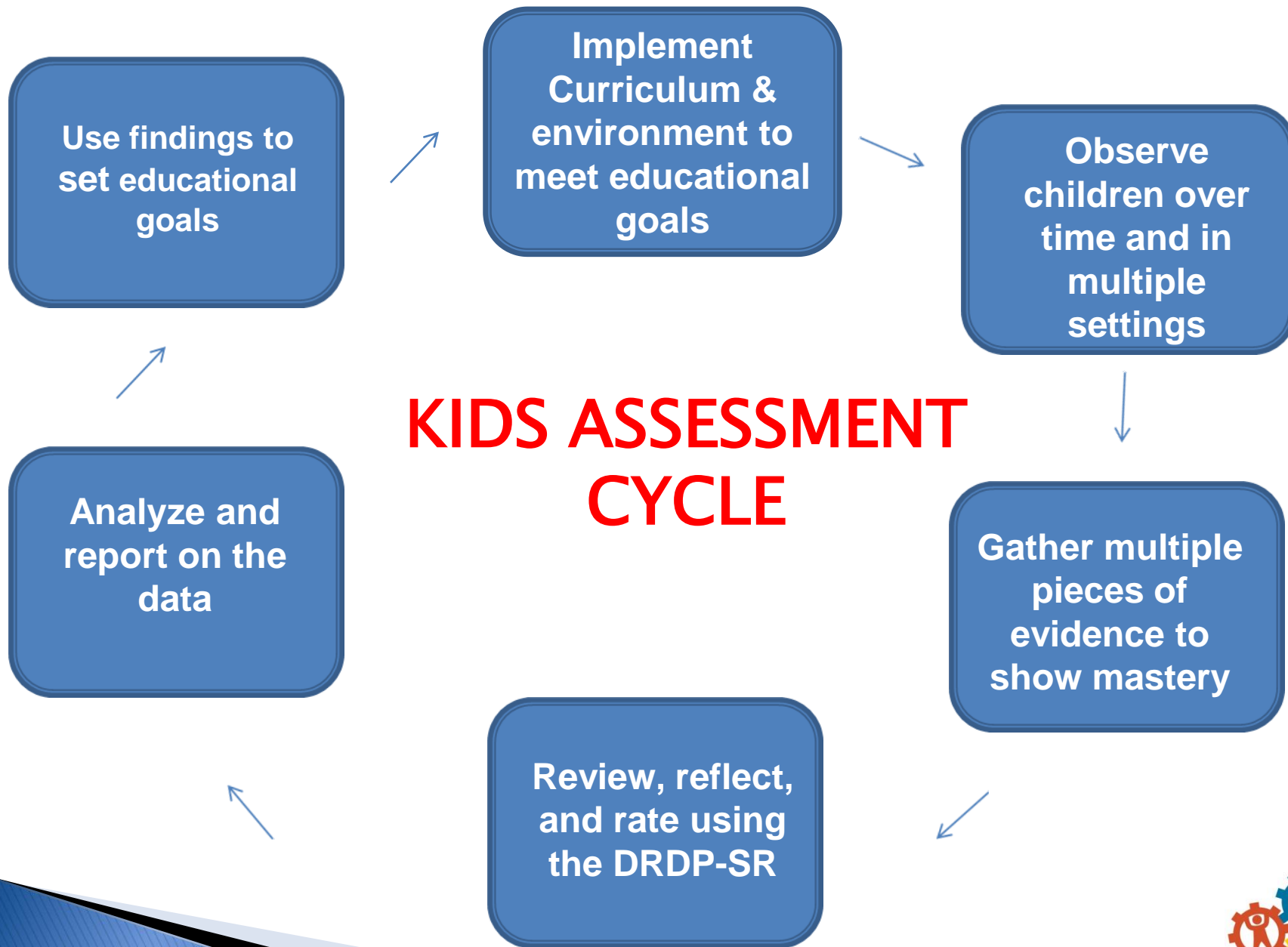
- ▶ Measures used to assess progress toward learning English *only if home language is other than English.*
- ▶ 4 measures:
 - Comprehension of English (receptive English)
 - Self-expression in English (expressive English)
 - Understanding and response to English literacy activities
 - Symbol, letter, and print knowledge in English



How KIDS supports and enhances teacher practice

- Provides a **valid and reliable method** for observing, documenting, and reflecting on the learning, development, and progress of all children in their classes
- **Integrates information** from other required assessments with observation and documentation to create a developmental profile of each child
- Supports **teacher understanding, curriculum planning, and instructional practice** using a strengths-based approach, building from what children know and can do





KIDS/ Other District Assessments



- KIDS is the assessment required statewide
- Use of other assessments a local decision
- Local assessments can be used as documentation to support ratings on KIDS measures



KIDS Data Entry Timeline

Documentation and collection of evidence is ongoing. Data is entered into KIDS–tech three times per year, on the following schedule:

- ▶ 40 days of enrollment
- ▶ 105 days of enrollment
- ▶ 170 days of enrollment





Desired Results Developmental Profile©

2012

User Name/Email:

Password:

Log In

[I forgot my password](#)



Sample DRDP-SR[®] Measure

MEASURE

Developmental Levels

Descriptors

Examples

1 decision per page or screen

Developmental Domain: SSD: Self and Social Development

Measure 5: Identity of self in relation to others

Definition: Child shows increasing awareness of self as distinct from and also related to others

1. Mark the developmental level the child has mastered.

Exploring Competencies	Developing Competencies	Building Competencies	Integrating Competencies	Applying Competencies
<p>Expresses simple ideas about self and connection to people and things</p> <p>Examples</p> <ul style="list-style-type: none"> • Uses family roles, such as "Brother," "Baby sister," "Mommy," or "Daddy" in pretend play. • Says, "I'm cooking like mommy!" while playing in the kitchen area. • Gestures at photograph of her family and identifies the people, "Didi. Bhaiya. Me." (older sister, older brother, and me in Hindi). 	<p>Describes self or others based on obvious physical characteristics</p> <p>Examples</p> <ul style="list-style-type: none"> • Communicates, "My hair is red!" while drawing a picture of himself. • Communicates, "I'm big!" while reaching for the faucet to wash her hands. • Communicates, "I am four," or shows four fingers to indicate age. • Scribbles and then communicates that it is a picture of self or another person. • Communicates, "My baby is so, so little," when describing newborn sibling. 	<p>Describes own preferences and feelings; identifies the feelings and desires of others</p> <p>Examples</p> <ul style="list-style-type: none"> • Communicates, "I like to jump high," while jumping side-by-side with a peer during outdoor play. • Communicates to teacher, "Teacher, I'm mad," after another child took a toy with which she was playing. • Communicates to teacher, "Sally's scared," (Sally was startled and started crying after another child said, "Boo!" to her.) • Seeks to do things by self, sometimes by refusing adult assistance. 	<p>Compares own preferences, feelings, and physical characteristics to those of others</p> <p>Examples</p> <ul style="list-style-type: none"> • Communicates, "My hair is red, but she has brown hair." • Communicates, "I like to eat peanut butter. My mommy likes cheese." • Noticing a friend's shoes communicates, "We both have sandals on today!" • Communicates, "I got in the water but my sister didn't. I like the water. She likes to play in the sand," when talking about a recent visit to the beach with her family. • Communicates, "I'm more happier than Jackie." 	<p>Describes and compares self and others using personality characteristics</p> <p>Examples</p> <ul style="list-style-type: none"> • In school, "she comes to pick her up." • Communicates, "I like to be first to the door, but Michael doesn't care about being first." • Communicates, "I'm shy." • Communicates to a peer, "Brianna likes to talk to her friends. I like to sit on the sofa and read books a little with my daddy," during morning drop-off.

2. Record evidence for this rating.

3. If you are unable to rate this measure, explain why.

Measure 5 **Identity of self in relation to others** **SSD 1 (of 7)**



Determining how to rate a measure: Highest Level Mastered

A developmental level is mastered when the child typically demonstrates the behavior:

- Easily and confidently
- Consistently over time
- In different settings



Using KIDS child and group reports

- ▶ To get to know developmental competencies of children in the classroom
- ▶ For curriculum planning for individual children and groups of children
- ▶ For communication with parents, including parent–teacher conferences
- ▶ To support continuous program improvement efforts by teacher and administrators



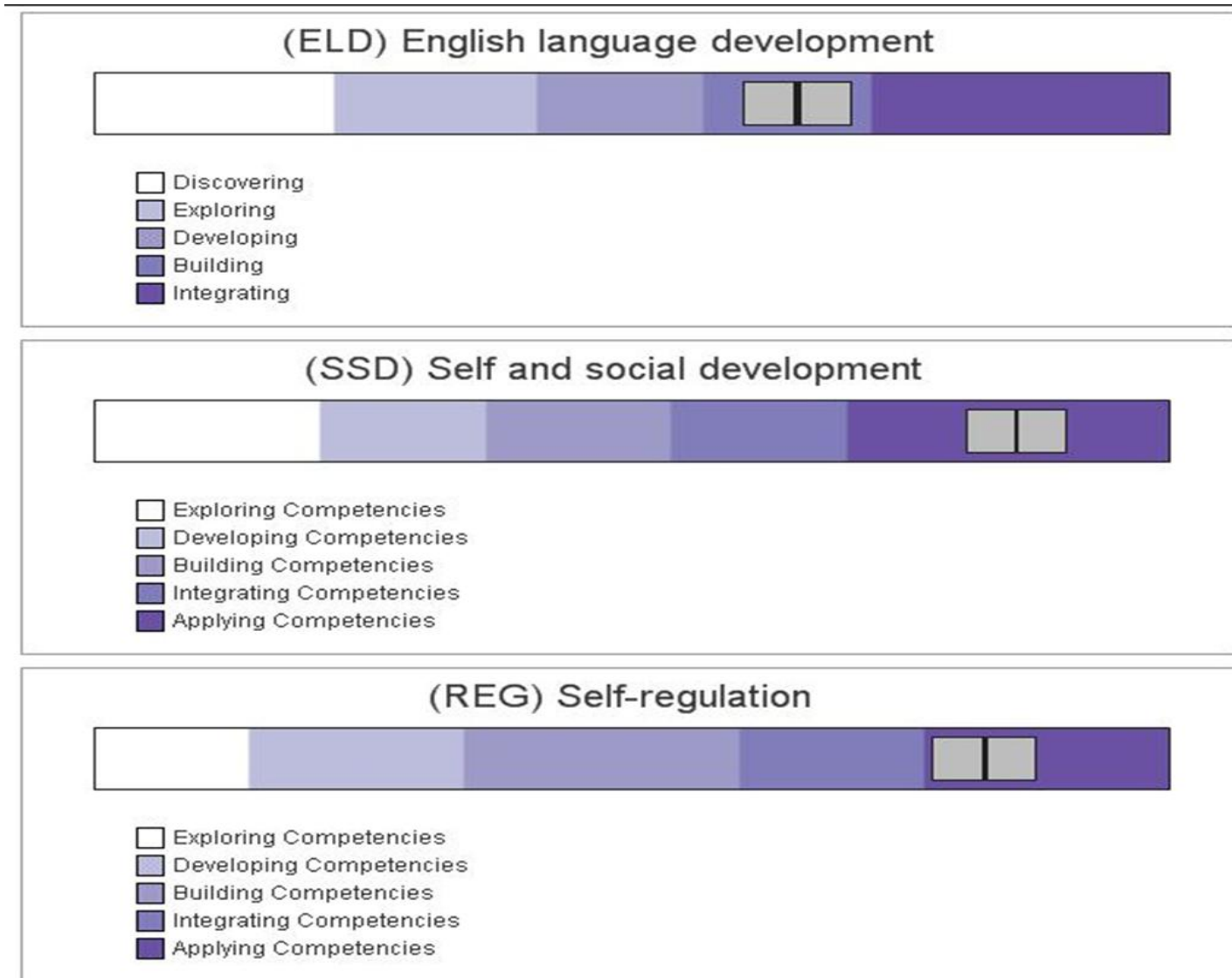
KIDStech Report Criteria Options

Any or all may be selected.

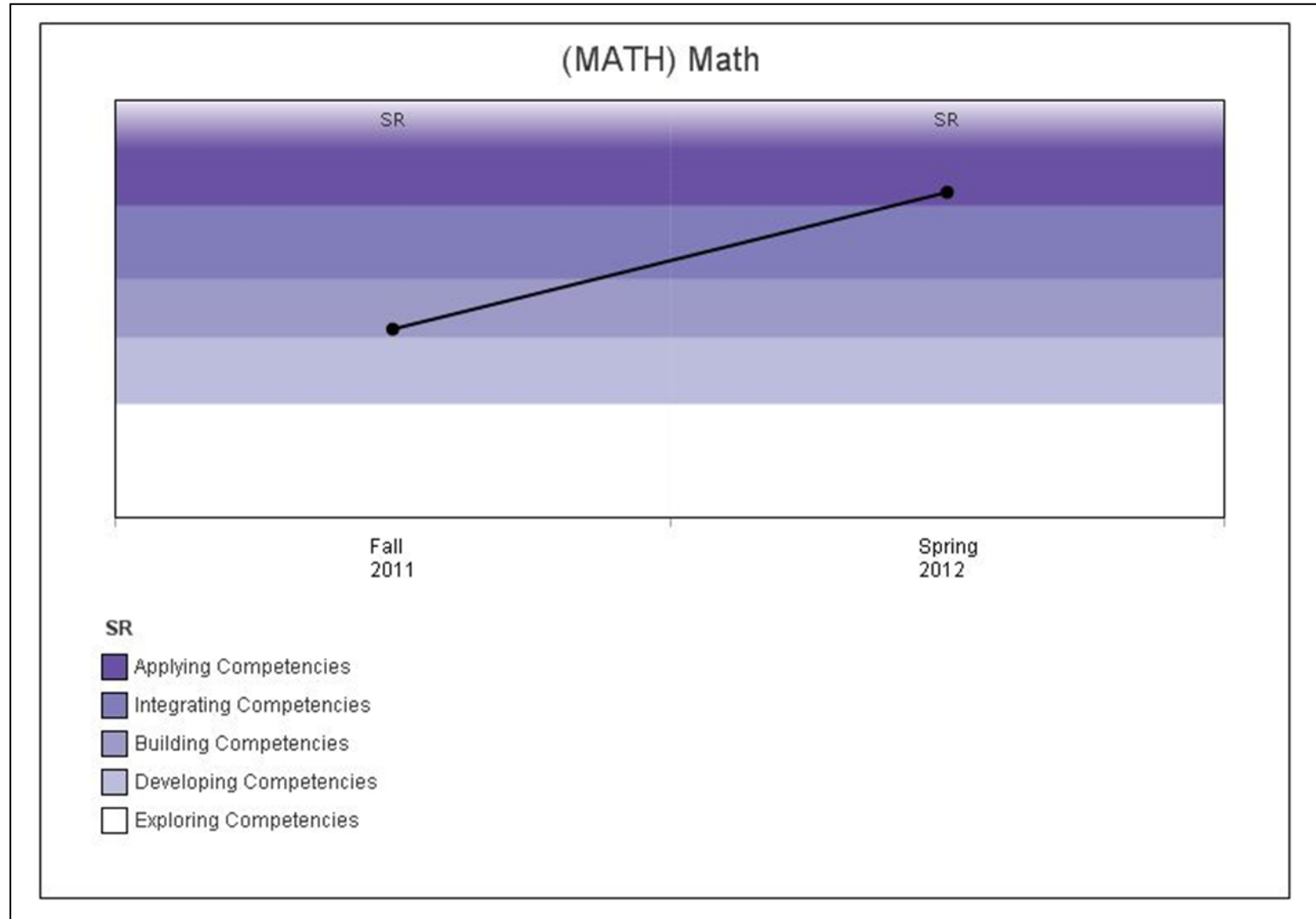
- Site
- Teacher
- Instrument
- Age Range
- Birth Date
- Date of Enrollment
- Date of Assessment
- Languages Spoken at Home
- Native Languages Spoken
- Gender
- Ethnicity
- IEP



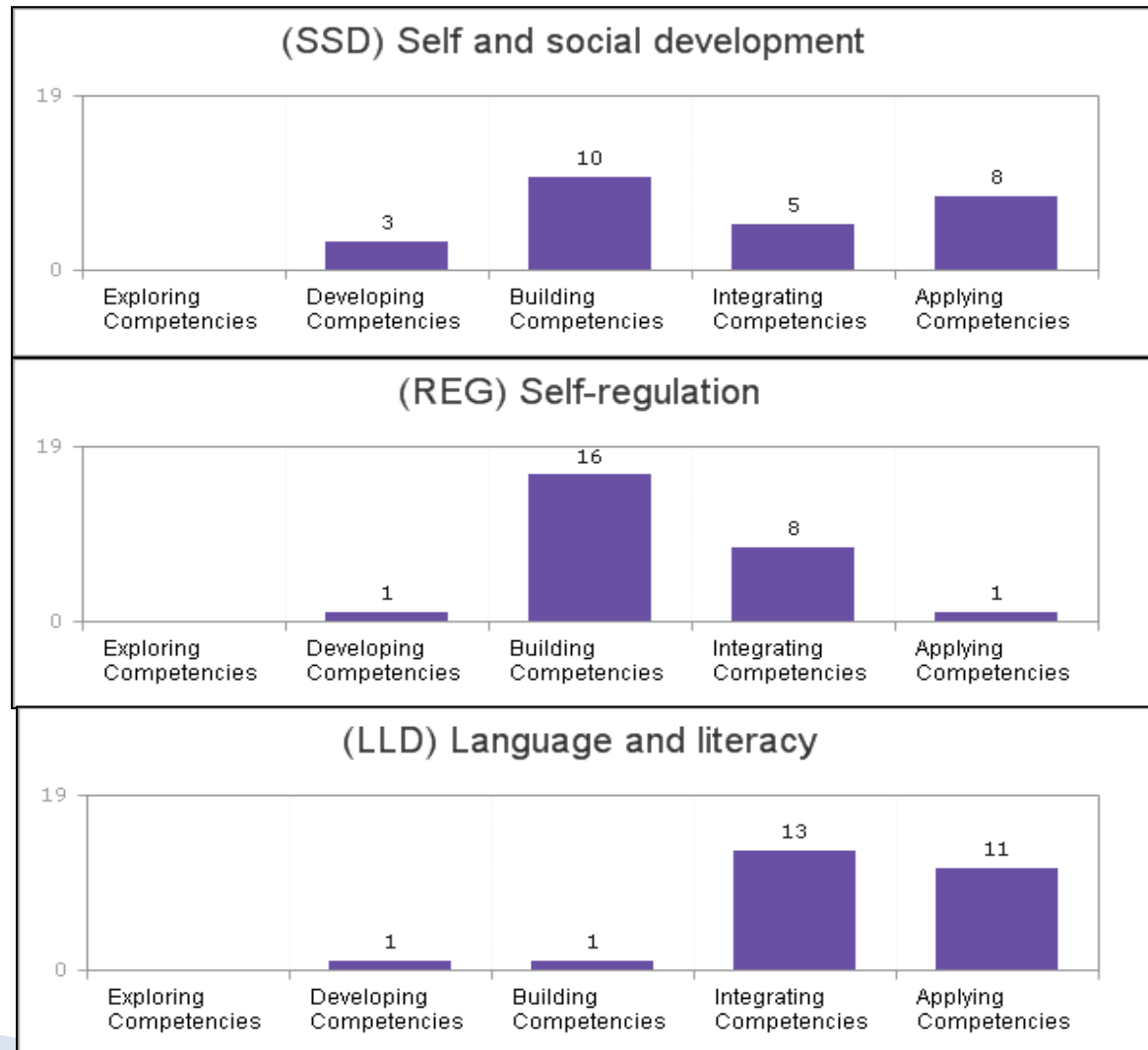
Child's Developmental Profile by Domain at a Point in Time



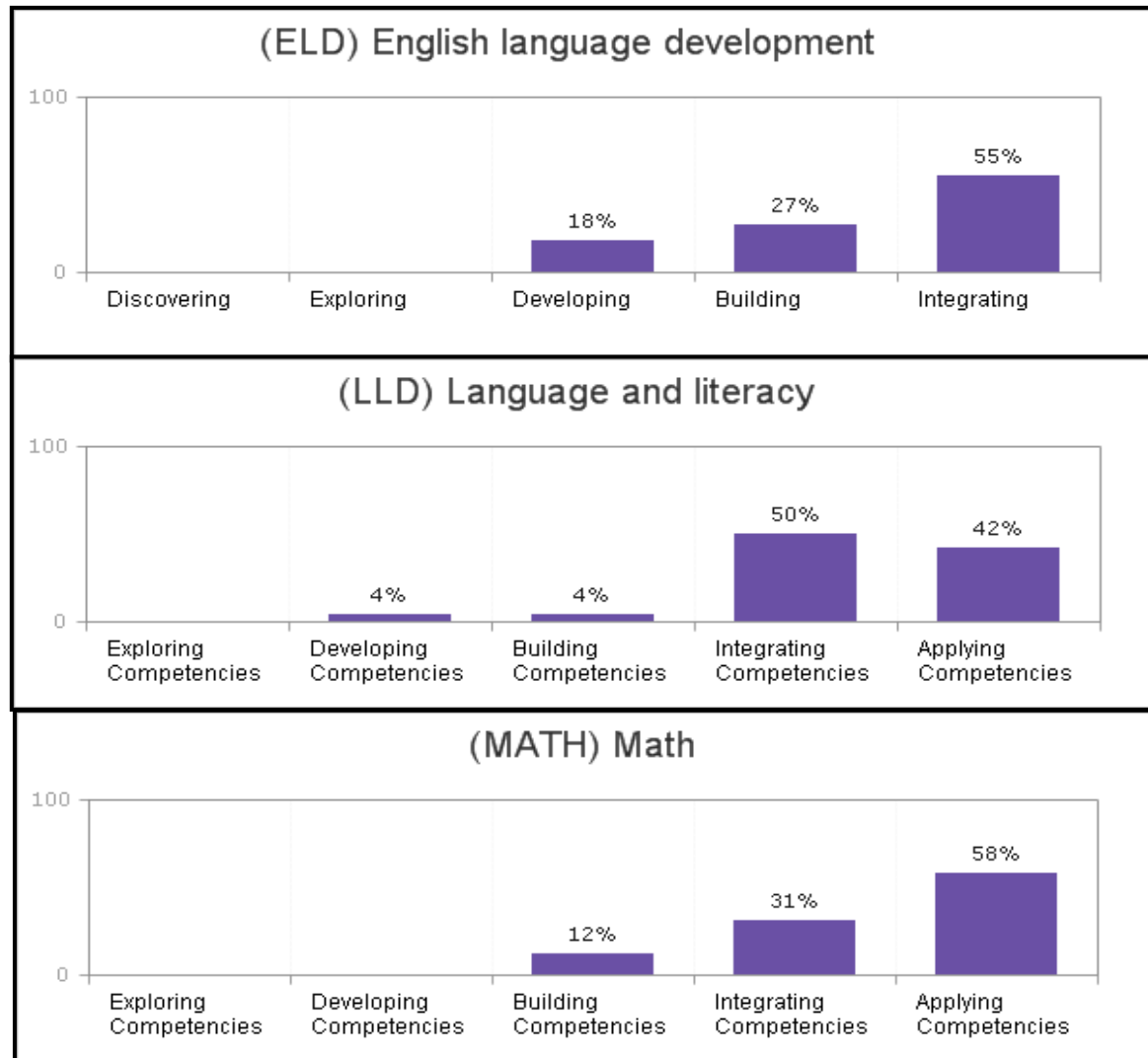
Child's Developmental Progress Over Time: Fall to Spring



Whole Class Developmental Status by Selected Domains: Number per developmental level



Whole Class Developmental Status by Selected Domains: Percentage per developmental level



Group Frequency Report

Percent by Developmental Level for All Measures

School Readiness

Measure	(ELD) English language development	Total Children	Unable to rate	Discovering	Exploring	Developing	Building	Integrating
1	ELD1: Comprehension of English (receptive)	316	2%	1%	8%	18%	28%	43%
2	ELD2: Self expression in English (expressive English)	313	2%	1%	8%	14%	31%	43%
3	ELD3: Understanding and response to English literacy activities	313	1%	2%	8%	19%	33%	37%
4	ELD4: Symbol, letter, and print knowledge in English	313	3%	3%	3%	6%	16%	71%
Measure	(SSD) Self and social development	Total Children	Unable to rate	Exploring Competencies	Developing Competencies	Building Competencies	Integrating Competencies	Applying Competencies
5	SSD1: Identity of self in relation to others	699	1%	4%	7%	23%	32%	33%
6	SSD2: Recognition of ability	697	1%	4%	10%	17%	31%	37%
7	SSD3: Relationships and social interactions with adults	697	1%	4%	11%	24%	25%	35%
8	SSD4: Relationships and social interactions with peers	697	0%	5%	11%	23%	30%	31%
9	SSD5: Social and emotional understanding	696	1%	5%	14%	22%	30%	27%
10	SSD6: Conflict negotiation	697	1%	8%	16%	24%	34%	18%
11	SSD7: Curiosity and initiative in learning	697	1%	6%	12%	23%	32%	27%
Measure	(REG) Self-regulation	Total Children	Unable to rate	Exploring Competencies	Developing Competencies	Building Competencies	Integrating Competencies	Applying Competencies
12	REG1: Self-control of feelings and behavior	698	0%	6%	15%	29%	19%	31%
13	REG2: Engagement and persistence	697	1%	7%	15%	27%	24%	27%
14	REG3: Responsible conduct	697	0%	4%	16%	29%	28%	22%
15	REG4: Shared use of space and materials	697	1%	3%	11%	26%	34%	25%



KIDS Training and PD

- ▶ All K teachers participate in 2 day KIDS training (administrators encouraged to attend)
- ▶ Webinar training on use of KIDStech online data system and reporting features
- ▶ Web modules; webinars; tutorials; resources
- ▶ Plans for regional coach training



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Teachers
Families
Administrators
Coaches
Certified Coach Trainers

Kindergarten Individual Development Survey (KIDS)

The Kindergarten Individual Development Survey (KIDS) was established by the Illinois State Board of Education (ISBE), in collaboration with the KIDS advisory committee. The Kindergarten Readiness Stakeholder Committee was convened by State Superintendent Christopher Koch in March 2010. Over 50 committee members worked hard to examine the feasibility of adopting a uniform statewide kindergarten readiness process.

The goals of the process were:

- Identify gaps in school readiness
- Provide information to drive more effective classroom instruction
- Support state and local data-driven decision-making on professional development and resource allocation

The Kindergarten Individual Development Survey (KIDS) Advisory Committee was convened in October of 2011 and met in March and June 2012. The role of the committee was to advise and support the selection, development, and implementation of the instrument. After careful consideration the California Department of Education's (CDE) Desired Results Developmental Profile-School Readiness instrument was selected. It was developed by the CDE, WestEd and the University of California, Berkeley BEAR Center. Over the next few years, research studies will be conducted to adapt the assessment to be Illinois specific.

Developmentally appropriate and aligned, the Kindergarten Individual Development Survey (KIDS) assessment can provide useful information to teachers and administrators in order to better address children's learning and developmental needs over time. It is an essential

Important Dates

KIDStech Teacher Training Webinars:
Dec 10 & 12
Jan 14 & 16
Feb 13 & 18

1:47 PM
1/4/2013



Teacher resource page



The screenshot shows a web browser window with the URL <http://www.illinoiskids.org/audience/teachers>. The page has a blue sidebar on the left with navigation links: Teachers, Families, Administrators, Coaches, and Certified Coach Trainers. Below these is a section titled 'Important Dates' for KIDStech Teacher Training Webinars, listing dates: Dec 10 & 12, Jan 14 & 16, and Feb 13 & 18. The main content area is titled 'Teachers Resources' and is divided into three sections: 'Materials' with links to 'KIDS Toolkit 2012' and 'KIDS User's Guide and Assessment'; 'Observation Resources' with links to 'Checklists for KIDS Measures 21, 22, and 24', 'Measure labels', 'Open ended questions and cards', 'Tips for Observation handout', 'Planning for Additional Evidence worksheet', 'KIDS Navigation Map', 'Observation worksheet', 'Documentation Record Sheet', 'Mini Measures', 'Observation Notes Organizer', 'Anecdotal Note Organizer - KIDS (2012)', and 'Watch Me Grow - KIDS (2012)'; and 'Professional Development Training' with links to a 'WEBINAR: Transmitting SIS Data to the Kindergarten Individual Development Survey (KIDS) Tech - October 12, 2012 New' and a 'KIDS Pilot "Getting Starting" Webinar PowerPoint - 9-6-2012'. The browser's address bar at the bottom shows the URL <http://www.illinoiskids.org/content/open-ended-questions-and-cards>. The Windows taskbar on the right shows the time as 1:52 PM on 1/4/2013.

Teachers

Families

Administrators

Coaches

Certified Coach Trainers

Important Dates

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Dec 10 & 12

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Teachers Resources

Materials

- [KIDS Toolkit 2012](#)
- [KIDS User's Guide and Assessment](#)

Observation Resources

- [Checklists for KIDS Measures 21, 22, and 24](#)
- [Measure labels](#)
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- [KIDS Navigation Map](#)
- [Observation worksheet](#)
- [Documentation Record Sheet](#)
- [Mini Measures](#)
- [Observation Notes Organizer](#)
- [Anecdotal Note Organizer - KIDS \(2012\)](#)
- [Watch Me Grow - KIDS \(2012\)](#)

Professional Development Training

- [WEBINAR: Transmitting SIS Data to the Kindergarten Individual Development Survey \(KIDS\) Tech - October 12, 2012 New](#)
- [KIDS Pilot "Getting Starting" Webinar PowerPoint - 9-6-2012](#)

<http://www.illinoiskids.org/content/open-ended-questions-and-cards>



KIDS Ongoing Alignment

▶ 2012–2013

Pilot Alignment Study with Adapted DRDP–SR

▶ 2013–2014

Field Study with Adapted DRDP–SR

▶ 2014–2015

Calibration Study with Final Draft KIDS

▶ 2015–2016

Statewide Implementation/KIDS instrument completed – valid, reliable, accurate, aligned



Spanish Language Development Measures

in development in school year 2012–13

- Four new measures being developed to assess the Spanish language development of children in kindergarten receiving instruction in Spanish – either from Spanish speaking homes or just learning Spanish in kindergarten
 - Language production in Spanish (expressive)
 - Language comprehension in Spanish (receptive)
 - Phonological awareness in Spanish
 - Emergent writing in Spanish
- Aligned to the Illinois Spanish Language Arts Standards - WIDA



KIDS Implementation Timeline

▶ 2012–2013

- 5000 Kindergarten Students

▶ 2013–2014

- 10,000 Kindergarten Students

▶ 2014–2015

- 30,000 Kindergarten Students

▶ 2015–2016

- Statewide Implementation

Building the capacity for professional development and technical assistance throughout implementation timeline



FY 13 First Year Pilot Districts

Akin CCSD 91		
Alden-Hebron District 19	Elgin SD U-46	Niles Elementary SD 71
Altamont CUSD 10	Giant City SD 130	Oak Park ESD 97
Alton CUSD 11	Gifford CCSD 188	Palatine CCSD 15
Arcola District 306	Goreville CUSD 1	Pembroke CCSD 250
Arthur CUSD 305	Hutsonville CUSD 1	Prairie Hill SD 133
Bradford CUSD 1	Jersey CUSD 100	Rock Island SD 41
Brownstown CUSD 201	Joliet District 186	Sandoval CUSD 501
Calumet Public SD 132	Ladd CCSD 94	Skokie SD 73-5
City of Chicago SD 299	Litchfield CUSD 12	Springfield SD 186
Clay City CUSD 10	Mahomet-Seymour CUSD 3	Sterling CUSD 5
Country Club Hills SD 160	Mannheim District 83	Summit Hill SD 161
Cumberland CUSD 77	Marengo-Union ESD 165	Sunset Ridge SD 29
CUSD 3 Fulton County	Marissa SD 40	Unity Point SD 140
CUSD 300 Carpentersville	Matteson ESD 162	Valley View CUSD 365U
Decatur SD 61	McLean County USD 5	Waltham SD 185
DeKalb District 428	Millstadt CCSD 160	Western CUSD 12
East Alton SD 13	Moline USD 40	Wheeling CCSD 21
East Dubuque USD 119	Monmouth-Roseville CUSD 283	Windsor CUSD 1
East St. Louis SD 189	Morrison CUSD 6	Winfield SD 34
Edwards County CUSD 1	Mount Prospect SD 57	Winnebago CUSD 323
Effingham CUSD 40	Neoga CUSD 3	Woodstock CUSD 200





FY 13 Statewide Participation: Pilot Districts by County



Contact Information

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217-524-4835



To learn more about KIDS:

illinoiskids.org



